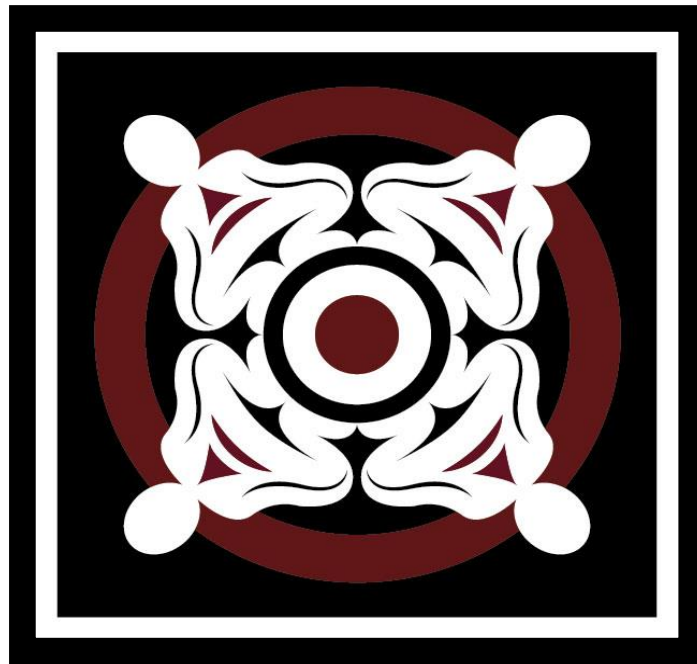


School of Child and Youth Care
Graduate Student Handbook
2023-24



“Community Wellness”

Artwork by Dylan Thomas [Qwul'thilum], 2016

Community Wellness is dedicated to the power of harmony in First Nations communities. The design depicts four human figures who come together to form a perfect circle around the centre point. The middle circle represents First Nations youth and culture, and the four humans represent our families, relationships, and communities. If one of the figures was removed or misplaced, the circle would not be complete and the middle circle would be exposed, but when the four figures are placed correctly, they form a protective border around the centre, which symbolizes the security created when our communities work in a supportive and harmonious fashion.

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WELCOME TO THE MA PROGRAM IN CHILD, YOUTH, FAMILY AND COMMUNITY STUDIES!

Territory Acknowledgment

The School of Child and Youth Care acknowledges and respects the ɫə́kʷəŋən peoples on whose traditional territory the university stands and the Songhees, SXIMELEĒ and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

MA PROGRAM

The MA program in Child, Youth, Family and Community Studies (CYFCS) is committed to decolonizing, anti-racist, and anti-oppressive leadership and pedagogies in research, education, and practice. The program brings together human service practitioners from diverse social locations, organizational and academic backgrounds, and geographical contexts to provide a rich diversity of perspectives.

Courses make clear connections between theory, advanced practice, and research; challenge exclusionary and normative constructions of children, youth, families, and communities; teach students how to build productive and ethical relationships with children, youth, families and communities, and emphasize how to collaborate with others to influence systems and dismantle structures of oppression. Courses also have strong linkages with a required practicum and provide opportunities to gain effective advocacy and leadership skills. Each student works with a research faculty member as their academic supervisor to develop original research and to write and defend a thesis/project.

With an MA in CYFCS, graduates will have the theoretical knowledge, research, leadership, and practice skills to make substantial contributions in advancing social justice, equity, and wellbeing for children, youth, families, and communities, especially those who experience social and structural adversities and oppression. Graduates may pursue careers as leaders, policy analysts, educators, researchers, and consultants in diverse local, national or international human service not-for-profit, advocacy, or government organizations or communities. This program also provides a foundation for further study at the doctoral level.

MA program objectives

By the end of the MA program, graduates will be able to demonstrate:

1. Knowledge of decolonial, critical and justice-oriented approaches to research, practice and leadership in diverse local, national and global contexts for the purposes of promoting child, youth, family and community well-being.
2. Respect for and commitment to the wellbeing, resurgence and self-determination of Indigenous nations globally, with responsibilities to local First Peoples.
3. Ethical, strengths-based, relational approaches to working with diverse children, youth, families and communities, and ability to respond to intersecting forms of historical and ongoing structural and systemic exclusion based on race, gender, sexuality, class, ability, and citizenship, among others.
4. Capacity for responsive and collaborative leadership, advocacy, activism and systems-level change in preparation for leadership roles in diverse human service sectors that serve children, youth and families (including organizations, government, private, not-for-profit, community, other).
5. Knowledge and application of diverse research methods, methodologies and knowledge mobilization approaches that reflect multiple contexts, knowledges and research paradigms.

CONTACT INFORMATION

	Name	e-mail
Graduate Advisor	Bryan Silverman	bryansilverman@uvic.ca
Graduate Program Assistant	Caroline Green	scycgrad@uvic.ca greenc@uvic.ca
SCYC Director	Mandeep Kaur Mucina	scycdir@uvic.ca
SCYC Associate Director	Alison Gerlach	alisongerlach@uvic.ca
Graduate Practicum Instructor	Amarens Matthiesen	amarensm@uvic.ca

ROLES

Graduate Advisor

The Graduate Advisor, together with the Director and the Graduate Program Committee (GPC), directs the School's graduate programs, including course and program planning, administration of the student support budget, and the adjudication of awards and nominations. The Graduate Advisor serves as the Chair of the GPC and acts as a liaison between the School and the Faculty of Graduate Studies (FGS), as well as serving as the School's representative on the FGS Council. The Graduate Advisor also provides consultation and support to graduate students per the [FGS Graduate Supervision Policy](#) and should be consulted if issues arise in the supervisory relationship between students, supervisors and/or supervisory committee members.

Graduate Program Assistant

The Graduate Program Assistant manages the day-to-day operations of the School's graduate programs, and provides administrative support to all graduate students throughout their program of study. The assistant can refer students to policies, forms and departmental contacts in FGS, Graduate Admissions and Records and the Scholarships Office. The Graduate Program Assistant also manages the administration of all the School's graduate courses and provides support to graduate faculty and instructors.

COMMUNICATION

The School and all other departments at UVic will send correspondence to the primary email address students have provided in the UVic system. Students are encouraged to use their UVic email address as the primary email contact in the UVic system as some email servers are not compatible with UVic. Students need to ensure that they check this email frequently for important message from Graduate Admissions & Records, FGS and the School.

At admission, all our students are added to the CYC graduate student listserv. Information about scholarships and funding, employment opportunities and details of upcoming courses and events that may be of interest to our graduate students are sent out on this listserv frequently.

The University also requires that students keep their mailing address up-to-date via their MyPage.

PROGRAM REQUIREMENTS

All students in the School of Child and Youth Care must adhere to the Faculty of Human and Social Development's Guidelines for Professional Conduct, and will be expected to function within the terms of the code of conduct of an appropriate professional association. All travel, accommodation, meal, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.

Students are required to have access to a computer with stable internet access, word processing software, a private space for joining videoconference online course sessions and videoconferencing equipment (camera, microphone, etc.).

REQUIRED COURSES

The program of study consists of a total of 15 units:

- 10.5 units of core courses
- 4.5 units for thesis-based MA: CYC 599
- or
- 4.5 units for project-based MA: CYC 598

TITLE	
CYC 541 (1.5)	Decolonial, Critical and Justice-oriented Theories in CYFCS
CYC 544 (1.5)	Research Design and Knowledge Mobilization
CYC 546 (1.5)	Global Practices for Human and Social Change (summer institute)
CYC 550 (1.5)	Program Planning, Policy, Advocacy and Leadership
CYC 553 (1.5)	Practicum in Child and Youth Care
CYC 558 (1.5)	Applied Research Seminar
CYC 586 (1.5)	Advanced Land-based Approaches in CYFCS (summer institute)
CYC 599 (4.5) or CYC 598 (4.5)	Thesis or Applied Research Project

Indigenous Students

Indigenous students have the option to substitute a maximum of two mandatory CYFCS MA courses with Indigenous-focused courses offered outside of the program. Students who are contemplating course substitution must secure the endorsement of their supervisor. Students are responsible for identifying possible substitute courses to discuss with their supervisor.

Course substitution requires the input and endorsement of supervisors to ensure alignment with program requirements. To ensure ample time for substantial deliberation on course replacement, and to allow course instructors adequate time to assess and approve requests, students are required to secure the endorsement of their supervisor no later than one month prior to the commencement of the term. The process to request a course substitution should begin well in advance of this deadline.

This policy applies to online Fall and Winter term courses only, with a maximum of one substitution per term.

SUMMER INSTITUTE

Two of the required courses in the CYFCS MA Program, CYC 546: Global Practices for Human & Social Change and Advanced Land-based Approaches in CYFCS, are offered as a 3-week, on-campus, intensive seminar in the summer term. Students will have readings and assignments to complete before and after the on-campus portion for both of the summer courses.

Attendance at the seminar is mandatory. Students should begin planning for travel, accommodations, student visas (if required), and work and family arrangements needed to attend well in advance of the summer term. Information about on-campus accommodation options will be provided later in the fall 2023 term.

The summer intensive seminar in 2023-24 is scheduled for May 27 to June 14, 2024. In addition to the course sessions for CYC 546 and 586, this time on campus will include welcome events, opportunities to meet with supervisors, a student research symposium, social events with the student cohort, and times to explore the campus and the city of Victoria. A more detailed course and event schedule will be provided in the spring 2024 term.

GRADUATE PRACTICUM

Child and Youth Care practice experience is an essential component of the Master's program. Students are required to complete a practicum placement approved by the graduate practicum instructor. A wide range of settings and programs are suitable, and selection should be made in consultation with the practicum instructor. Individual students are responsible for all related practicum costs, including travel, criminal record checks, telephone, accommodation and other costs.

The MA program has a required 1.5 unit, 200-hour practicum course (CYC 553). Students must complete the 9 units of 500-level core courses before beginning their practicum. The optimal time to take the required practicum is in the fall term of the second year of the program, but arrangements can be made to begin as early as the summer term of the first year.

COUNSELLING CERTIFICATIONS/CREDENTIALS

The MA in CYFC Studies may be used as partial fulfilment towards a provincial or national counselling certification or credential. It is the student's responsibility to understand eligibility requirements for a counselling credential or certification in their local jurisdiction.

Please note that given the very high number of inquiries and the significant diversity and changing nature of licensing requirements for clinical counselling certification provincially and nationally, we are unable to provide students with any individual guidance and information about clinical accreditation options. It is the responsibility of students to contact the regulating bodies directly and to determine which aspects of their individual graduate program might meet the requirements. Students are also responsible for arranging their own applications for certification. The CYFCS Graduate Program cannot provide guidance or support in meeting these requirements.

PROGRAM AND COURSE SEQUENCE FOR FULL-TIME STUDY

TERM	COURSES	THESIS/PROJECT ACTIVITIES
YEAR ONE		
Fall	Student	Meet with supervisor as early as possible to confirm research topic
	CYC 541	Complete literature review on research topic and theoretical framework
	CYC 544	Complete literature review on research method Create initial draft of research proposal
	Student	Submit first draft of research proposal to supervisor
	Student	Check-in with supervisor about supervisory committee formation
	Student	Participate in knowledge exchange at the end of term
Spring	CYC 550	Begin application for research ethics approval, if applicable
	CYC 558	Refine draft research proposal
	Student	Participate in knowledge exchange at the end of term
	Student	Confirm supervisory committee formation with supervisor
Summer	CYC 546	Attend on-campus summer intensive
	CYC 586	Attend on-campus summer intensive
	Student	Participate in student research symposium – present to faculty and cohort
	Student	Complete annual student progress review with supervisor
YEAR TWO		
Fall	CYC 553	Complete practicum placement
	CYC 598/599	Complete final version of research proposal Defend research proposal to supervisory committee
Spring	CYC 598/599	Research and writing of thesis/project
Summer	CYC 598/599	Research and writing of thesis/project Defend thesis/project to examining committee
	Student	Complete annual student progress review with supervisor

PROGRAM AND COURSE SEQUENCE FOR PART-TIME STUDY

TERM	COURSES	THESIS/PROJECT ACTIVITIES
YEAR ONE		
Fall	Student	Meet with supervisor as early as possible to confirm research topic
	CYC 541	Complete literature review on research topic and theoretical framework
	Student	Check-in with supervisor about supervisory committee formation
Spring	CYC 550	Begin application for research ethics approval, if applicable
	Student	Check-in with supervisor about supervisory committee formation
Summer	CYC 546	Attend on-campus summer intensive (Either in Year One Summer or Year Two Summer)
	CYC 586	Attend on-campus summer intensive (Either in Year One Summer or Year Two Summer)
	Student	Attend student research symposium
	Student	Complete annual student progress review with supervisor
YEAR TWO		
Fall	CYC 544	Complete literature review on research method Create initial draft of research proposal
	Student	Confirm supervisory committee formation with supervisor
	Student	Submit first draft of research proposal to supervisor
	Student	Participate in knowledge exchange at the end of term
Spring	CYC 558	Refine draft research proposal
	Student	Confirm supervisory committee formation with supervisor
	Student	Participate in knowledge exchange at the end of term
Summer	CYC 546	Attend on-campus summer intensive (Either in Year One Summer or Year Two Summer)
	CYC 586	Attend on-campus summer intensive (Either in Year One Summer or Year Two Summer)
	Student	Participate in student research symposium – present to faculty and cohort
	Student	Complete annual student progress review with supervisor
YEAR THREE		
Fall	CYC 553	Complete practicum placement
	CYC 598/599	Complete final version of proposal Defend proposal to supervisory committee
Spring	CYC 598/599	Research and writing of thesis/project
Summer	CYC 598/599	Research and writing of thesis/project Defend thesis/project to examining committee
	Student	Complete annual student progress review with supervisor

Program Length

The maximum time limit for completion of the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

MASTER'S – THESIS OR PROJECT

In the CYFC Studies MA program, students have the option of doing a research thesis or project, and this decision is made with their supervisor. Students are encouraged to do text-based research. If students have a pre-existing relationship and interest from a community partner to undertake small-scale research involving human participants, this needs to be agreed upon with their supervisor. The following information outlines each of these options.

Supervisory Committee Composition

According to Graduate Supervision policy (section 5.7), a supervisory committee is to be nominated and approved by the Dean of Graduate Studies within two sessions (three terms) of the first registration in the MA program. The duties of the supervisory committee include supervision of the thesis or project and participation in the final oral examination. The committee, together with the external examiner (if required) and chair, determines if the final oral examination is successful.

When committee members are selected and/or any changes are made to supervisory committees, the graduate program assistant must be advised so that Graduate Studies and the student's record can be updated.

Every graduate student in a project or thesis program will have a primary academic supervisor. If appropriate, a graduate student may also have a maximum of one co-supervisor. All members of the supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. Primary supervisors must be regular faculty members or Associate members of Graduate Studies. Associate members are usually limited to co-supervising with a regular faculty member. Affiliate members may not supervise or co-supervise but can serve as departmental members.

Oral Examination for Theses and Projects

Students are required to pass an oral examination of their thesis or project at the end of their program.

Thesis-based MA

According to FGS policy, a Master's thesis is an original, lengthy essay, which demonstrates the student's understanding of, and capacity to, employ research methods appropriate to their discipline(s). It should normally include a general overview of relevant literature in the field of study, be well organized and academically written. The work may be based on a body of original data produced by the student or it may be an original research exercise conducted using scholarly literature or data produced and made available by others. The general form and style of theses may differ from academic unit to academic unit, but all theses shall be presented in a form which constitutes an integrated submission (see [Graduate Calendar](#)).

In the CYFC Studies MA program, all text-based theses¹ must not exceed 100 pages (double-spaced) including references and excluding appendices. Theses may be centred on one 6,500-7,500-word publishable paper rather than a chapter format, with brief introductory and closing sections (for maximum of 8,500 words). A defensible Master's thesis must have sole authorship² and can be published subsequent to the defense with the support/co-authorship of committee members.

Thesis Format

The Faculty of Graduate Studies has regulations for the format of the preliminary pages of a thesis (available [here](#)), that must include an introductory section to contextualize the work. Aside from the introductory section, the format of the body of the thesis is flexible and is negotiated with and agreed upon by the student's committee. The UVic Library is able to archive a number of file types and multiple files that can constitute a thesis. However, as required by FGS, whatever format the thesis takes, it must be:

Examinable –The thesis must present work in a manner that is understood by the discipline as a whole. It must present an introductory section that describes the current state of the discipline, the question to be examined, and any conclusions forthcoming.

Archivable – UVic is a public institution, and any research produced must be archived in a way that is retrievable. Final versions of theses are archived through the UVic Library on UVicSpace.

Supervisory Committee – Thesis

The supervisory committee must have at least two members one of whom is the primary supervisor:

- Member #1: Primary supervisor – must be from the home academic unit
- Member #2: Departmental member – may be a co-supervisor and from inside or outside the home academic unit

Examining Committee – Thesis

- Primary supervisor
- Departmental member
- Chair – appointed by the Faculty of Graduate Studies
- External examiner - appointed by the Dean of Graduate Studies in consultation with the School, and cannot have supervised the candidate's research or have any contact with the supervisory committee or candidate after the defense has been scheduled

Project-based MA

According to FGS policy, a Master's project must provide evidence of independent research work, which may be in the form of a project, extended paper(s), work report, etc. (see [Graduate Calendar](#)).

In the CYFC Studies MA program, the project option is available to students, who have a pre-existing relationship with a community partner, to create a practical resource identified by an agency or community group as meeting a local need. The project is more exclusively practice-oriented and undertaken in service of a community partner (e.g., agency, organization, or group).

¹ It is important to note that text-based theses are recommended and any exceptions need to be decided upon by the student with their supervisor.

² Supervisors and students need to carefully discuss the issues of authorship, data ownership, etc. and have clear parameters.

Project Format

Students collaborate with the community partner to research and produce a stand-alone, practice- and/or agency-related knowledge product, which can take on any format agreed upon by the supervisory committee. The student summarizes the rationale, method, product and learning in the form of a final report.

There are many different kinds of products that may comprise a project (e.g., needs assessment report, curriculum guide, practice toolkits, arts-based co-production such as a mural or play). Often, the product generated for a community partner is written in plain (non-academic) language. If text-based, the knowledge product is a maximum of 100 pages (double-spaced), including references and excluding appendices. A defensible Master's project must have sole authorship. Any knowledge products/publications produced after the defense can have co-authorship. Final versions of projects are archived through the UVic Library on UVicSpace.

Supervisory Committee – Project

The supervisory committee must have at least two members one of whom is the primary supervisor:

- Member #1: Primary supervisor – must be from the home academic unit
- Member #2: Departmental member – may be a co-supervisor and from inside or outside the home academic unit

Examining Committee – Project

- Primary supervisor
- Departmental member
- Chair – appointed by the School
- Community partner – from the agency with which the candidate has collaborated on their research

GRADES

The [grading scale](#) for the evaluation of course achievement at the University of Victoria is a percentage scale. It can be found in the academic calendar, using the link above.

Students in UVic graduate programs must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 (B) will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean.

INC Grades

Students, who receive an incomplete (INC) grade in any required course, must complete the course before moving forward to set up their practicum placement. The successful completion of the 9.0 units of required courses is a prerequisite for registration in CYC 553: Practicum in CYFCS.

Supervisors will be advised when their students receive an INC grade in their courses so that a meeting can be initiated to discuss a plan for timely completion and ways to best support course completion.

RESPONSIBILITIES IN THE SUPERVISORY RELATIONSHIP

Faculty and students are bound by policies set by the University, Faculty of Graduate Studies, and the School of Child and Youth Care.

Faculty of Graduate Studies policies are given in the Graduate Calendar and in policy documents found on the Faculty of Graduate Studies website: uvic.ca/graduatestudies. In particular, students and faculty members should read the [Graduate Supervision Policy](#), which outlines the rights and responsibilities in the supervisory relationship.

Supervisor

Students are assigned a supervisor at the time of admission. A supervisor is a mentor and advisor who develops a professional relationship with the student that is conducive to scholarly activities, intellectual enhancement, and professional development. Supervisors provide students with a consistent point of contact in the early stages of their academic programs. They assist students in thinking about potential directions for their thesis, dissertation or project.

The role of the supervisor is to help the student articulate a research proposal for the thesis, dissertation or project, assemble a committee, and supervise the student's research. The Graduate Supervision Policy gives a more detailed description of the roles of the supervisor and the supervisory committee: [https://www.uvic.ca/graduatestudies/assets/docs/docs/policies/Graduate Supervision Policy.pdf](https://www.uvic.ca/graduatestudies/assets/docs/docs/policies/Graduate%20Supervision%20Policy.pdf)

Supervisors and students should use the Graduate Supervision Policy as a point of discussion and negotiation at the beginning of the supervisory relationship. Being familiar with the Graduate Supervision Policy will provide a basis for negotiating differences and such differences should be handled as early as possible. It is anticipated that given the School's diverse graduate student population, with their specific needs due to work outside of school, parenting, and studying at a distance, that there will be widespread differences that will need to be addressed.

EXPECTED FREQUENCY OF CONTACT/MEETING

With Supervisor

It is important for students and supervisors to meet as early as possible on starting the program. Courses in the first semester include assignments directly related to students' thesis or project and this needs to be agreed upon with supervisors.

The expected minimum frequency with which students and supervisors would normally meet, either by direct meeting, by virtual meeting, or through detailed correspondence, to discuss the student's research is twice per term, unless a delay is required by field work, remote study, supervisor or student vacation, sick/personal/compassionate leave, etc.

Students also have a responsibility to keep in contact with their supervisors. It is not up to the supervisors to try to locate students. How and when the contact will occur needs to be negotiated at the beginning of the supervisory relationship. If a faculty member is going to be away for an extended period of time (more than 2 weeks), they should advise the graduate students they supervise.

With Supervisory Committee

The expected frequency with which students would normally meet with their supervisory committee, either by direct meeting or virtual meeting, to discuss the student's research is once per term. At a minimum, this interval normally must not exceed one year per the Graduate Supervision Policy.

EXPECTED TURNAROUND TIME OF ANNOTATED THESIS OR PROJECT

Timely feedback for students is critical to their progress. The supervisor will normally review the student's work prior to distribution to the other committee members. This review process can take from 2-4 weeks. We strongly recommend that students let faculty know in advance when their work will be ready so that faculty can schedule time accordingly.

Committee members may also need from 2-4 weeks to provide a thorough review of a full draft. Students may need to be reminded that there may be multiple revisions needed before the document is ready to go to defense.

Students and supervisors should keep an ongoing timeline for completion in mind and allow for a reasonable amount of flexibility.

FINANCIAL SUPPORT

Graduate students receive funding from many different sources, including: fellowships, scholarships, teaching assistantships, and research assistantships. UVIC has policies and guidelines for each of these funding sources, and academic units may also have distinct policies for graduate funding. Graduate students should ensure they are aware of the policies governing their funding.

Graduate students, who have questions or concerns about their funding, can seek advice and guidance from the Scholarships Office in the Faculty of Graduate Studies.

Students in Child and Youth Care may be nominated for a limited number of additional scholarships and donor awards. Detailed information on awards and application procedures and deadlines is available on the Faculty of Graduate Studies website: <www.uvic.ca/graduatestudies>. The provincial and federal governments each offer student loans to full-time candidates who meet the requirements. In addition, the University of Victoria Tuition Bursary Fund offers assistance to qualified students in serious financial difficulty.

Students may also apply for government-funded scholarships (e.g., Canadian Graduate Scholarships – Master's) and directly to external funding competitions, which do not require a pre-selection process at the university level.

Teaching and Research Assistantships

MA students are eligible to apply for a limited number of Teaching Assistant and Research Assistant positions each year. The number of TA positions available is based on enrollment numbers in our undergraduate program. RA positions are dependent on faculty research funding, with availability varying year to year.

FORMAL REVIEW OF STUDENT PROGRESS

Formal assessment of progress for students will be carried out per section 5.11 of the Graduate Supervision Policy. Students and supervisors will complete a Graduate Student Progress Review using the progress review form (see Appendix A) at least once a year to assess academic progress. Graduate Student Progress Reviews will be kept in the students' files within the School.

GUIDELINES FOR PROFESSIONAL CONDUCT

The School of Child and Youth Care expects graduate students to develop and adhere to a professional code of conduct. The school supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information appropriate to the purposes and trust given when that information was acquired
- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

Unprofessional Conduct

Graduate students in the School of Child and Youth Care are subject to the provisions of the code of ethics of their respective profession, and may be required to withdraw from the school for violating these provisions. Graduate students may also be required to withdraw from their program when ethical or other reasons interfere with satisfactory practice in their respective discipline.

CHILD, YOUTH, FAMILY & COMMUNITY STUDIES GRADUATE PROGRAMS

Graduate Student Progress Review

Student name:

Student number:

SUPERVISOR:

Committee members:

Date and location of review:

Review completed by (list all participants):

PROGRAM START DATE:

Program completion deadline: [Per FGS]

Anticipated program completion date:

Description of the student's progress:

- **Current status**
(Registered, ft/pt, on leave, deferral, extension, etc.)

- **GPA and course progression**
(Note any relevant details about performance in individual courses)

- **Key program milestones**
(completion of coursework, practicum, proposal, ethics application, candidacy examinations, drafts, scheduled defense, etc.)

- **Professional and academic conduct and communications per the FGS Graduate Supervision Policy**
(i.e., responding to faculty feedback in a timely manner, following guidelines for communication and submitting work for review, checking university email, maintaining good standing/registration, professional conduct in practicum placement, capacity to uphold protocols for ethical research, etc.)

- **Noteworthy achievements**
(e.g., publications, workshops, teaching, presentations, etc.)

GOALS AND TIMELINE UNTIL NEXT REVIEW:

Based on the review, progress is **satisfactory** or **unsatisfactory**

